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ABSTRACT

Focusing on the teaching of reading to children with special needs, this bibliography includes citations with brief annotations on such aspects as spelling, cloze procedure, language acquisition, and remedial reading instruction. The annotations are divided into the following sections: (1) general; (2) English as a second language (ESL)--bilingual children; (3) gifted children; (4) reluctant readers; and (5) remedial/disabled readers. (JD)

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AN ANNOTATED BIBLIOGRAPHY OF ARTICLES ON THE TEACHING OF READING TO CHILDREN WITH SPECIAL NEEDS

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I. GENERAL

GANSCHOW, LEONORE. "Teaching Strategies for Spelling Success", Academic Therapy, 19 (1983-84), 185-193.

Presents suggestions that teachers can use to diagnose and remediate spelling problems.

GOVE, MARY K. "Using the Cloze Procedure in a First Grade Classroom", Reading Teacher, 29 (1975-76), 36-38.

Describes how cloze can be used in a first-grade classroom.

LINK, MARY et al. "Can You Read Without a Book?" Elementary English (Language Arts), 57 (1980), 857-865.

Demonstrates that words for reading are all over the place and that you don't necessarily need a printed book to read.

LORENZ, ESTELLE K. "Excuse Me,But Your Idiom is Showing", Reading Teacher, 31 (1977-78), 24-27.

Presents interesting ways of introducing students to idioms and figureative expressions.

NEWSMAN, KATHERINE K. "Do You Eat Potato Chips When You Read?" Elementary English (Language Arts), 55 (1978), 977-979.

Suggests that reading is becoming aware of and the ability to choose from a wide range of purposes of reading and the type of materials available for reading.

O'BRIEN, DONALD and SCHWARZBERG, SHEILA. "A Strategy for Improving Teenager's Understanding and Appreciation of Poetry", Journal of Reading, 20 (1976-77), 381-386.

Describes how a study and reaction guide can be used to make reading of poetry meaningful.

PIKULSI, JOHN J. and JONES, MARGARET B. "Writing Directions Children Can Read", Reading Teacher, 30 (1976-77), 598-602.

Shows how teachers can write clear directions that children can follow on their own.

ROSS, ELINOR P. and ROE, BETTY D. "Creative Drama Builds Proficiency in Reading", Reading Teacher, 30 (1976-77), 383-387.

Explains how creative drama can contribute to reading activity.

II. ESL - BILINGUAL CHILDREN

ALLEN, VIRGINIA GARIBALDI. "Books to Lead Non-English Speaking Elementary Students into Literacy", Reading Teacher, 32 (1978-79), 940-946.

Introduces the teacher to books that can be used to teach reading to ESL students.

AU, KATHRYN HU-PEI. "Using Experience-Text-Relationship With Minority Children", Reading Teacher, 32 (1978-79), 677-679.

Shows how the experience-text relationship method can be used with minority children.

FEELEY, JOAN. "Help for the Reding Teacher: Dealing with the Limited English Proficiency (LEP) Child in the Elementary Classroom", Reading Teacher, 36 (1982-83), 650-655.

Shows ideas that teachers can use to help LEP child in a regular classroom.

GAMEZ, GLORIA, I. "Reading in a Second Language: Native Language Approach vs. Direct Method. Reading Teacher, 32 (1978-79), 665-670.

Compares the "native language approach" and "the direct method" for teaching reading in a second language.

GONZALES, PHILLIP C. "Beginning English Reading for ESL Students", Reading Teacher, 35 (1981-82), 154-162.

Discusses how to assess the child's level of English competence and the structural level of the reading material.

MAY, ANN BALDWIN. "All the Angles of Idiom Instruction", Reading Teacher, 32 (1978-79), 680-682.

Presents strategies for helping bilingual students understand idioms and figurative expressions in their second language.

PAST, KAY CUDE et al. "A Bilingual Kindergarten Immersed in Print", Reading Teacher, 33 (1979-80), 907-913.

Describes that the introduction of words in kindergarten is important for reading success.

PROPST, IVAN K. Jr. & BALDAUF, RICHARD B., Jr. "Use Matching Cloze Tests for Elementary ESL Students", Reading Teakcher, 32 (1978-79), 683-690.

Shows how a modified cloze can be used with ESL students.

SINATRA, RICHARD. "Using Visuals to Help the Second Language Learner", Reading Teacher, 34 (1980-81), 539-546.

Shows how visuals can help the learning of English as a second language.

VORHAUS, RENEE. Strategies for Reading in a Second Language", Journal of Reading, 27 (1983-84), 412-416.

Describes strategies for teaching reading in a language other than the mother tongue.

WIESENDANGER, KATHERINE DAVIS and BIRLEM, ELLEN DAVIS. "Adapting Language Experience to Reading for Bilingual Pupils", Reading Teacher, 32 (1978-79), 671-673.

Explains how language experience approach can be used for teaching reading to bilingual pupils.

III. GIFTED CHILDREN

BOOTHBY, PAULA P. "Creative and Critical Reading for the Gifted", Reading Teacher, 33 (1979-80), 674-676.

Presents three easy-to-use ideas for teaching creative and critical reading to the gifted.

CAGNEY, MARGARET A. and SAKIEY, ELIZABETH H. "Enrichment Activities for the Gifted Reader", Reading Improvement, 21 (1984), 165-169.

Describes three types of enrichment activities: (i) general, (ii) group and (iii) individual, based on Renzulli's Enrichment Triad Model.

CARR, K.S. "What Gifted Readers Need from Reading Instruction", Reading Teacher, 38 (1984), 144-146.

Describes a reding program that can help gifted children reach their potential.

CASSIDY, JACK, "Inquiry Reding for the Gifted", Reading Tekacher, 35 (1981-82), 17-21.

Presents a four-week plan to develop reading and writing skills in the gifted.

DUNN, SHARON. "The gifted Student in the Intermediate Grades": Developing Creativity Through Reading; Reading Horizons, 19 (1978-1979), 276-279.

Discusses using creative reading, literature and other ideas for teaching the gifted students.

JOB, BEVERLY J. and CAMPBELL, PATRICIA B. "Language Arts Resources for the Gifted: The Gifted Child Quarterly, 20 (1976), 205-223.

Provides annotated list of materials dealing with creative writing, dramatics, thinking skills, humanities, values clarification. Also lists professional sources.

LUKASEVICH, ANN. "Three Dozen Useful Information Sources on Reading for the Gifted", Reading Teacher, 36 (1982-83), 542-548.

Presents a list of 36 annotated materials dealing with reading and gifted children.

MOLLER, BARBARA W. "An Instructional Model for Gifted Advanced Readers", Journal of Reading, 27 (1983-84), 324-327.

Explains a model that presents assessment and instruction for gifted advanced readers.

PRICE, EUNICE H. "How Thirty-Seven gifted Children Learned to Read", Reading Teacher, 30 (1976-77), 44-48.

Describes the results of a study showing how 37 gifted learned to read.

SWITZER, CALVINIA and NOURSE, MARGARET L. "Reading Instruction for the gifted Child in First Grade", The Gifted Child Quarterly, 23 (1979), 323-331.

Describes instructional practices for very young gifted learners.

TREZISE,D ROBERT L. "Teaching Reading to the Gifted", Elementary English (Language Arts), 54 (1977), 920-24.

Gives suggestions to help children read critically and creatively.

TREZISE, ROBERT L. "What About Reading Programs for the Gifted?", Reading Teacher, 31 (1977-78), 742-747.

Gives suggestions to set up a reading program for the gifted.

IV. RELUCTANT READERS

CRISCULO, NICHOLAS P. "Effective Approaches to Motivating Children to Read", Reading Teacher, 32 (1978-79), 543-546.

Presents interesting ideas to motivate children to read.

ESTES, THOMAS H. and JOHNSTONE, JULIE. "Twelve Ways to Make Readers Hate Reading", Elementary English (Language Arts), 54 (1977), 891-897.

Describes teacher behaviors and activities that turn children off from reading.

GENTILE, LANCE M. and McMILLAN, MERNA M. "Why Won't Teenager Read?" Journal of Reading, 20 (1976-77), 649-654.

Explains the reasons for teenagers' disinterest in reading.

HAIMOWITZ, BENJAMIN. " Motivating Reluctant Readers in Innercity Classes", Journal of Reading, 21 (1977-78), 227-230.

Explains how teachers can motivate reluctant readers.

HEATHINGTON, BETTY S. "What to Do About Reading Motivation in the Middle School", Journal of Reading, 22 (1978-79), 709-713.

Describes strategies for motivating children to read.

MASON, GEORGE E. and MIZE, JOHN M. "Twenty-two Sets of Methods & Materials for Stimulating Teenage Reading", Journal of Reading, 21 (1977-78), 735-741.

Describes activities to stimulate teenagers to read.

TINDEL, CONNIE. "26 Tips for Building Self-Concept", Academic Therapy, 19 (1983-84), 103-105.

Easy-to-use suggestions for building self-concept in poor readers.

V. REMEDIAL/DISABLED READERS

ALLINGTON, RICHARD. "Attention and Application: The Off Forgotten Steps in Teaching Reading", Journal of Learning Disabilities, 8 (1975), 22-25.

Points out that the two aspects of teaching that are crucial in the training of basic skills involve specificity in directing attention behavior and application of the learned elements.

CRISCUOLO, NICHOLAS P. "Reaching Remedial Readers Succssfully", Academic Therapy, 19 (1983-84), 613-617.

Shows how activities in the reading lab, with newspaper, art and music can be used with disabled readers. Suggests how parents might be involved.

DEGLER, LOIS SAUER and RISKO, VICTORIA J. Teaching Reading to Mainstreamed Sensory Impaired Children", Reading Teacher, 32 (1978-79), 921-925.

Suggests specific methods and materials for teaching reading to visually handicapped and hearing impaired children in a regular classroom.

EEDS, MARYANN. "What to Do When They Don't Understand What They Read - Research - Based Strategies for Teaching Reading Comprehension", Reading Teacher, 34 (1980-81), 565-571.

Describes eight strategies for developing and improving comprehension.

HARKER, JOHN W. "Lesson Planning for Remedial Reading", Reading Teacher, 29 (1975-76), 568-571.

Describes how to plan lessons for remedial reading.

JOHNSON, BARBARA. "Developing Fluency in the disabled Reader", Reading Horizons, 23 (1982-83), 151-155.

Describes methods of developing fluency in the disabled reader.

LOPARDO, GENEVIEVE S. "LEA-Cloze Reading Material for the Disabled Reader", Reading Teacher, 29 (1975-76), 42-44.

Shows how LEA and cloze can be used with disabled readers.

MERLIN, SHIRLEY B. 7 ROGERS, SUE F. "Direct Teaching Strategies", Reading Teacher, 35 (1981-84), 292-297.

Describes and gives examples of a procedure for direct teaching of reading skills.

NOBLE, ELEANOR and TERELL, PATRICIA. "Evaluating Effective Performance in a Diagnostic-Remedial Reading Practicum", Reading World, 20 (1980-81) 201-207.

Presents a checklist for evaluating tutoring sessions.

SHORE, BERNARD and RIEGEL, PAULA. "Teaching Reading to the Child with Perceptual Deficits", Academic Therapy, 13 (1977-78), 337-343.

Presents activities to teach consonant sounds, letter names,auditory blending, sight vocabulary and confusing sight words.

SWAIN, EMMA HALSTEAD. "Using Comic Books to Teach Reading and Language Arts", Journal of Reading, 22 (1978-79), 253-258.

Describes activities that involve the use of comic books.

VANCE, HUBERT BOONEY. "Informal Assessment Techniques with LD Children", Academic Therapy, 12 (1976-77), 291-303.

Gives examples of informal assessment tasks in the area of visual-motor problems, specific reading problems, written language problems, oral language problems, receptive and expressive language. Also includes a teacher-made math-skills test.